Pupil Premium Strategy Statement
Lark Hill Primary School 2024 - 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year **(2025-26)** and the outcomes for disadvantaged pupils last academic year **(2024-25).**

School overview

Detail	Data
Number of pupils in school	651
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	**2024-27** **Year 2: 2025-26**
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	The Governing Board
Pupil premium lead	G.Lavelle
Governor lead	M.Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£484,704
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£484,704

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantaged pupils:

All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
Progress by the end of each key stage is equitable for all children.
All children are able to regulate their behaviours so that disruption to learning is minimal.
All children have a wide range of experiences and opportunities to develop cultural capital.
All children are meeting our attendance target of 96%.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished **speech, language** and **communication** skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations and discussions with pupils suggest disadvantage pupils generally have greater difficulties with **phonics** than their peers including SEND. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that attainment in **reading, writing and mathematics** in **KS1** among disadvantaged pupils, including SEND and prior higher attainers, is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that attainment in **reading, writing, mathematics and GPS** in **KS2** is too low.
5	To address issues associated with **mental health** and **disadvantaged**. Assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified **social** and **emotional** issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first-hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
6	Our **attendance** data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved**.**

Intended outcome	Success Criteria
1. **Improved speech language and communication skills in EYFS.**	- CL outcomes in line with national or better. - Gap between boys and girls in CL outcomes is narrowed so that boys are in line with girls, with a particular focus on disadvantaged boys. - Gap between EAL pupils and non-EAL pupils is narrowed so that they are in line. - Reduction in SLCN as a primary SEND need by the end of Reception.
2. **Improved phonics outcomes at the end of Y1 and Y2.**	- Tracking of RWInc; 80% of Y1 pupils finishing year on Yellow+; 87% of Y2 pupils finishing year on Grey+ - Percentage of pupils in line with national or better. - Mean score at 32 or better. - Phonic interventions are implemented effectively to bring Y2 outcomes in line with National or better. - The gap is narrowed between disadvantaged boys in line with disadvantaged girls by the end of Y2. - Coaching model with the English Hub and RWInc development lead ensures consistent quality first teaching.
3 **Improved writing and maths outcomes by the end of Y2.**	- Moderation outcomes show that assessments are accurate and robust. Work examples are comparable with or better than other Salford schools. - Pupil outcomes to be in line or better than mean outcomes between 2024-2027: Reading = 68%; Writing = 59%; Maths = 69% - Pupil voice feedback identifies that 80% or more of pupils enjoy maths and writing and can talk confidently about their learning. - The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed or brought in line. - Adaptations using Ready Steady Write and First4Maths will allow engagement and progress for all children, including disadvantaged and SEND as groups.
4. **Improved reading, writing and maths outcomes by the end of Y6.**	- Percentage of pupils achieving the Expected Standard is in line with national or better - Moderation feedback shows that Teacher Assessments are accurate and robust. - MTC outcomes are in line with national or better, including mean score.

	• The gap between disadvantaged and non-disadvantaged pupils achieving the expected standard will be narrowed or brought in line as has been the case in the 2025 data.
5. Planned first hand experiences and enrichment activities to improve mental well-being.	• Achieve Emotionally Friendly Schools Silver status. • Impact of Place2Be will be demonstrated through improved SDQ scores and pupil and parent voice. • Impact of Play Therapy through improved SDQ scores and engagement in classroom activities.
6.Improved Attendance including reduced PA.	• Reduction of whole school Persistent Absence/Severe Absence, matching at least the national for these groups of pupils in similar schools (Using the DFE Monitoring your School Attendance data July '25; '26 and '27 National and Similar schools information). • SEND pupils attendance will increase and not be of concern. • Improvement in attendance of Reception children. • Improvement in attendance of FSM children in 2025 Year 2 and Year 5 pupils.

Activity in this academic year (2025-26)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: **£242,352**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such	1, 2, 3 & 4

	as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great TeachingToolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for im- proving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. Strong Foundations in the first years of school - GOV.UK.	

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher	1, 2, 3, 4 & 5

	techniques and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'.	
Mentoring and coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully con- sider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Sup- porting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1, 2, 3 4, 5 & 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£141,176**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be care- fully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt pro-gramme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. Strong Foundations in the first years of school - GOV.UK.	1

Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Sup- porting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.	1, 2, 3, 4, 5 & 6

Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence- based inteventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1, 2, 3, 4, 5 & 6

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£101,176**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	6

| Supporting attendance | There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.
Supporting resources:

The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.

Working Together to Improve School Attendance - GOV.UK | 7 |

Extra curricular activities, including sports, outdoor activities, arts, culture and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how in- creased engagement will be translated into improved teaching and learning. Sup- porting resources: • The EEF Toolkit has a strand on arts participation.	1, 2, 3, 4, 5 & 6
Communicating with and supporting parents	Levels of parental engagement are consistently associated with im- proved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on	1, 2 & 6

	'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	

Total budgeted cost: £484,704

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Challenge 1:
Improved speech, language and communication skills among disadvantaged children in EYFS measured by year R outcomes

WellComm	July 2025
Nursery	59%
Reception	69%

% of children achieving ELGs	July 2025/ National	July 2026	July 2027
Listening, Attention and Understanding ALL	76% / 82%		
Listening, Attention and Understanding D children	84% / 82%		
Speaking ALL	75% / 83%		
Speaking D children	82% / 80%		

Comment September 2025:
Disadvantaged pupils in 2025 performed better in both Listening & attention as well as speaking compared to national all and national disadvantaged. Positive impact of buy in speech and language as well as school employed LSA who delivers speech and language; supports other LSAs with S&L interventions and provides home activities to enhance opportunities with parents/carers.
No gap between boys and girls in regards to speaking or listening, attention & understanding in 2025.

Nursery TALC					
October 24			**July 25**		
7/56	12%	ARE	32/54	59%	ARE
9/56	16%	Working 1 level below ARE	10/54	18%	Working 1 level below ARE
11/56	20%	Working 2 levels below ARE	3/54	6%	Working 2 levels below ARE
11/56	20%	Working 3 levels below ARE	5/54	9%	Working 3 levels below ARE
13/56	23%	Working 4 levels below ARE	3/54	6%	Working 4 levels below ARE
5/56	9%	Working 5+ levels below ARE	1/54	2%	Working 5 levels below ARE

Reception TALC

September 24				July 25		
27/80	34%	ARE		60/87	69%	ARE
8/80	10%	Working 1 level below ARE		8/87	9%	Working 1 level below ARE
8/80	10%	Working 2 levels below ARE		1/87	1%	Working 2 levels below ARE
14/80	17%	Working 3 levels below ARE		1/87	1%	Working 3 levels below ARE
4/80	5%	Working 4 levels below ARE		6/87	7%	Working 4 levels below ARE
9/80	11%	Working 5+ levels below ARE		1/87	1%	Working 5 levels below ARE
10/80	13%	SEN		10/87	12%	SEN

Challenge 2:
Improved phonics outcomes at the end of Y1 and Y2.

Percentage meeting the expected standard in phonics	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Year 1 ALL	61%		
Year 1 ALL National	80%		
Year1 D pupils	49%		
Year 2 ALL	78%		
Year 2 D pupils	77%		

Comment September 2025:

The close monitoring of the RWInc scheme and assessments being completed by the phonics lead has ensured consistency and fidelity to the scheme. There has been a slight improvement over the last 3 years, but school still has some work to ensure pupils are achieving above national. School has tracked pupils half-termly, grouped pupils according to need and identified target pupils for intervention, including working with consultants from the English Hub.

Challenge 3:
Improved reading, writing and maths skills by the end of Year 2

Teacher Assessment	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Reading All	56%		
D pupils	36%		
Writing ALL	52%		
D pupils	23%		
Maths ALL	58%		
D pupils	25%		
R/W/M Combined ALL	50%		
D pupils	23%		

Comment September 2025:
The disadvantaged gap remains significant in KS1. The improvements made to teaching and learning in the Early years will show impact in pupil outcomes at the end of this academic year. (2026) The forensic monitoring of disadvantaged pupils in progress meetings will show a positive impact this year as new schemes and models of teaching now embed.

Challenge 4:
Improved reading, writing and mathematics skills by the end of Year 6

KS2 SAT outcomes	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
Reading ALL	**78% (23%)**		
D pupils	**71% (13%)**		
Writing ALL	**66% (1%)**		
D pupils	**55% (0)**		
Maths ALL	**67% (16%)**		
D pupils	**55% (3%)**		
R/W/M Combined ALL	**49% (1%)**		
D pupils	**55% (0)**		

Comment September 2025:

In individual subjects the disadvantaged gap remains. As with KS1 the new approaches to teaching and learning and improved monitoring procedures will begin to show their impact on disadvantaged pupils by the end of the academic year 2026.

Challenge 6:
Improved attendance including reduced PA.

Attendance	Academic year 2024-25	Academic year 2025-26	Academic year 2026-27
All Pupils	93.3%		
National ALL pupils	94.8%		
Disadvantaged Pupils	91.4%		
National Disadvantaged Pupils			
Persistently Absent			
All Pupils < 90% attendance	21%		

National **ALL pupils**			
Disadvantaged **Pupils < 90% attendance**	28.8%		
National PA **D pupils**			

Comment September 2025:
Attendance remains a key priority for the school for all pupils including disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

2024 - 2025

Programme	Provider

Place2Be Mental Health Practitioner	Place2Be
Children's Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	CORDS
Boxall Assessments	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page
EdStart	Dance Curriculum
Tuition for Y6 Pupils	Tutor Trust
Tuition for Y5 & Y6 Pupils	Bursary Foundation

2025 - 2026

Programme	Provider
Place2Be Mental Health Practitioner	Place2Be
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	CORDS
Boxall Assessments	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page
EdStart	Dance Curriculum
Tuition for Y6 Pupils	Tutor Trust
Tuition for Y5 & Y6 Pupils	Bursary Foundation